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ABSTRACT

The Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition And Resource Systems program (Project HAITI STARS), a federally-funded bilingual education program, served 425 students of limited English proficiency at three high schools in New York City during its fifth contract year. Students received instruction in English as a Second Language (ESL), native language arts (NLA), mathematics, science, social studies, and computer science. Staff development and parent involvement through ESL classes and field trips were also program components. The project met its objectives for curriculum development, Haitian/French language arts, referral to remedial programs, attendance, staff awareness of pupil needs and problems, and grade retention/placement in special education. It partially met its objectives for gifted and talented programs/enrollment in postsecondary education, content area subjects, and staff development for continuing education. It failed to meet its objective for ESL. Achievement of the Spanish NLA objective was not possible due to lack of data. (MSE)

ED 373 572

OER Report

Higher Achievement and Improvement
Through Instruction with Computers and Scholarly
Transition and Resource Systems Program
(Project HAITI STARS)
FINAL EVALUATION REPORT
Transitional Bilingual Educational Grant T003A80178
1992-93

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FINAL EVALUATION REPORT
Transitional Bilingual Educational Grant T003A80178
1992-93

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EXECUTIVE SUMMARY

Higher Achievement and Improvement Through Instruction With Computers and Scholarly Transition and Resources Systems Program (Project HAITI STARS) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fifth and final year. Project sites were Andrew Jackson High School and Far Rockaway High School in Queens and Sheepshead Bay High School in Brooklyn.

During the 1992-93 school year, Project HAITI STARS served 425 students of limited English proficiency (LEP). This was an increase of 12 students over the previous year. Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); the content areas of mathematics, science, and social studies; and computer science.

The project reimbursed college tuition fees for teachers of participating students. Project staff were also offered periodic staff development meetings.

Project HAITI STARS established an active parental component, which included E.S.L. classes and the opportunity to accompany their children on educational field trips.

The project met its objectives for curriculum development, parental involvement, Haitian/French language arts, referral to remedial programs, attendance, staff awareness of pupil needs and problems, and grade retention/placement in special education. The project partially met its objectives for gifted and talented programs/enrollment in post-secondary education, content area subjects including computer science, and staff development for continuing education. The project failed to meet its objective for E.S.L. The Office of Research, Evaluation, and Assessment could not assess the objective for Spanish N.L.A. due to lack of data.

Since this was the final year of the project, OREA made no recommendations for improvement.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition and Resource Systems Program (Project HAITI STARS).

PROJECT CONTEXT

The program operated at Sheepshead Bay High School in Brooklyn and at Andrew Jackson and Far Rockaway High Schools in Queens.

Sheepshead Bay High School is located in a residential neighborhood of Brooklyn. European-Americans, African-Americans, and Latinos make up 90 percent of the population; Asian-Americans make up the remaining 10 percent. The ethnic distribution of the school is very similar to that of the surrounding community. During the year under review, the school population (3,070) was approximately 41 percent European-American, 37 percent African-American, 11 percent Asian-American, and 11 percent Latino. Of these students, 490 (16 percent) were of limited English proficiency (LEP). Seventeen percent (520) were immigrants coming from 63 different countries. Twenty-one percent (629) of these students were eligible for free lunch.

Andrew Jackson High School is in a middle-class neighborhood of well-kept houses and apartment buildings. During the 1992-93 school year, the school population (2,543) was 93 percent African-American. Latinos, Asian-Americans,

Native Americans, and European-Americans made up the remaining seven percent. Of the 2,543 students who registered, five percent (130) were LEP. Seventeen percent (423) were immigrants coming from 24 different countries. Sixteen percent (409) came from low-income families. Many of the project students traveled to the school from adjacent low-income areas.

Far Rockaway High School is situated in a working class neighborhood. The population was a mixture of Latinos, African-Americans, Asian-Americans, and European-Americans. During the 1992-93 school year, the ethnic distribution of the student body was very similar to that of the surrounding community. The school population (1,806) was 63 percent African-American; 29 percent Latino; and 8 percent Asian-American, Native American, and European-American. Sixty percent (1,084) were eligible for free lunch. Fourteen percent (258) were LEP. Sixteen percent (287) were immigrants from 37 different countries.

Classrooms at all three sites were well lit and spacious. Bulletin boards were colorful, student work was displayed, and computers were in evidence. At Far Rockaway High School, one classroom observed by the OREA field consultant had shattered windows, several broken chairs. and graffiti on most of the tables.

STUDENT CHARACTERISTICS

Project HAITI STARS served 425 Spanish-, Haitian-, and Chinese-speaking LEP students in grade nine through twelve. (See Table 1.) Scores on the Language Assessment Battery (LAB) at or below the 40th percentile determined students' LEP status. Other student characteristics considered by the project were low native language literacy and willingness to participate, as determined by personal interviews with the guidance counselor.

TABLE 1

Number of Students in Project HAITI STARS

High School	Grade Level				
	9	10	11	12	Total
Andrew Jackson	29	51	36	23	139
Sheepshead Bay	26	54	47	24	151
Far Rockaway	18	20	74	23	135
Total	82	135	168	82	425

Male students numbered 198 (46.6 percent); female students numbered 227 (53.4 percent). Students whose native language was Haitian numbered 136 (32 percent), those whose native language was Spanish numbered 131 (30.8 percent), and those whose native language was Chinese was 152 (35.5 percent). Other languages were Farsi, Hindi, Arabic, Yemenese, Portuguese, and English. For countries of birth see Table 2. Of the participating students, 74.1 percent came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Haiti	135
China	108
El Salvador	55
Hong Kong	35
Dominican Republic	30
Puerto Rico	18
Guatemala	13
India	5
Ecuador	4
Vietnam	4
Honduras	3
United States	3
Panama	2
Afghanistan	1
Costa Rica	1
Jamaica	1
Macao	1
Mexico	1
Nicaragua	1
Taiwan	1
Uruguay	1
Venezuela	1
Yemen	1
Total	425

Needs Assessment

Before initiating this program, all three schools carried out a needs assessment of targeted students, their families, and the staff who were to serve them. The resultant data suggested three basic needs: (1) to provide LEP students with intensive English and native language instruction and support services; (2) to offer staff development activities; and (3) to provide parents of participants with English as a second language (E.S.L.) and high school equivalency courses, as well as workshops to familiarize them with the New York City educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- By June 1993, 75 percent of project students will demonstrate a significant improvement in English language proficiency as shown by increased scores on the Language Assessment Battery.
- By June 1993, 75 percent of program students will achieve a passing grade of 65 or better in Haitian Creole/French language arts.
- By June 1993, 75 percent of the Spanish dominant students will demonstrate a significant increase in Spanish language achievement as indicated by significant improvement in the Spanish version of the LAB test.
- By June 1993, 75 percent of all target students will achieve a passing grade of 65 or better in the subject areas of mathematics, social studies, and science.
- By June 1993, 75 percent of program students will show significant gains in computer science (BASIC language and/or COBOL) as measured by the final course grade.

- Program students' attendance rate will be 10 percent more than mainstream students'.

- The rate of referral to special programs, e.g., P.C.E.N. remedial programs, will be 10 percent less than mainstream students.

- Placement in programs for the gifted and talented and enrollment in post-secondary educational institutions will be 10 percent greater than that of mainstream students.

- Students' grade retention and referral to or placement in special education classes will be 10 percent less than mainstream.

Staff Development Objectives

- Ninety percent of program staff will demonstrate professional growth by passing and completing courses of study and attending in-service training sessions.

- Eighty-five percent of the staff will show an increase in awareness of pupil needs and pupil problems.

Curriculum Development Objectives

- Three instructional guides in one of these areas: math, science, social studies, native language arts, and computer science in the native language, will be developed.

- By the end of the fifth year, curricula will have been developed for applied E.S.L. and native language arts skills, especially in Haitian Creole/French interdisciplinary courses with Title VII funding.

Parental Involvement

- Program students' parents will demonstrate 10 percent more involvement than parents of mainstream students.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project HAITI STARS offered instructional and support services to 425 Spanish-, Chinese-, and Haitian-speaking students and their

families. The project's primary goals were to provide instruction in English as a second language (E.S.L.), native language arts (N.L.A.), content area subjects, and computer science.

Project HAITI STARS provided the target population with content-based bilingual instruction individualized to meet each student's needs, abilities, and career goals. Tax-levy funds covered supplementary instruction in E.S.L.; N.L.A.; and bilingual mathematics, science, and social studies classes.

All three sites established a resource/computer center. At Andrew Jackson High School, the center was in a corner of the foreign language office. Sheepshead Bay High School used a large home economics room as a resource center, and Far Rockaway High School used a room adjacent to the foreign language department.

Project HAITI STARS provided students with academic and personal counseling, tutoring, and career and college advisement. The project coordinated cultural and career-oriented trips for participating students and offered activities, including basic skills classes at two sites, to the families of project students. It also provided staff development activities.

Materials, Methods, and Techniques

Project HAITI STARS relied heavily on the use of computers to supplement classroom instruction. All N.L.A. classes used computer software to build vocabulary and to improve reading and writing skills in the native language.

Content area classes were taught in Haitian, Spanish, or Chinese at the beginning levels and in English supplemented by the native language at the intermediate and advanced levels.

Teachers of participating students used a variety of strategies and techniques, particularly group learning, peer tutoring, individualized training, student-produced newsletters, and tutoring provided by a paraprofessional.

The project inculcated multicultural awareness into its various curricula to promote students' understanding of different cultures. During the 1992-93 school year, bilingual newsletters were published at all three sites, describing the program's key points and summarizing the program's activities.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Andrew Jackson and Sheepshead Bay High Schools planned to take project activities over in the fall of 1993, when Title VII funding ended. As of now, Far Rockaway High School did not have any plans to continue with the project.

Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, a bilingual resource teacher and, at each of the three sites, a paraprofessional and a resource specialist. For a description of degrees held and language competencies

(teaching or communicative and whether the staff member is a native speaker of the language*), see Table 3.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Competencies
Project Director	M.S.	Haitian/French TP N.S.
Resource Specialist	M.S.	Haitian/French TP N.S.
Resource Specialist	M.S.	Spanish TP N.S.
Resource Specialist	M.A.	Chinese TP N.S.
Resource Specialist	M.A.	Chinese TP N.S.
Paraprofessional	B.A.	Chinese TP N.S.
Paraprofessional	A.A.	Spanish TP
Paraprofessional	H.S.	Haitian TP French CP

The project director's responsibilities included the administration and coordination of the project's activities, staff selection and training, and the coordination of the project's evaluation. The director had more than 14 years' experience teaching LEP students.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. N.S. indicates native speaker.

The resource specialists' responsibilities were to aid classroom teachers in the development and implementation of instructional activities, provide in-service activities and training to parents and teachers of participating students, and select instructional material. Resource specialists taught bilingual or N.L.A. courses, maintained ongoing contact with teachers as a way of keeping abreast of students' needs and progress, kept files on each student, and worked with students who were having difficulties. They also maintained ongoing contact with project students' parents via mail and telephone as a way of stimulating parental involvement.

The paraprofessionals assisted teachers in the classroom.

Other staff. Tax-levy funds paid the salaries of 26 classroom teachers who provided instructional services to project students. (See Table 4.)

TABLE 4

Qualifications of Other Staff Working with Project Students

Teachers	Degrees	Certification	Language Competence
26 (data submitted on 24)	Ph.D. 1	E.S.L. 15	Spanish TP 6
	M.A. 18	Spanish 1	French TP 2, CP 1
	M.S. 2	French 1	Haitian TP 2
	B.A. 3	Guidance 3 Mathematics 2 Science 2 Social Stud. 1	Chinese TP 1

Staff development. Three teachers and the project director received tuition assistance toward college courses in E.S.L. or bilingual education. Teachers of participating students took part in periodic staff development activities. Workshops focused on E.S.L. and Spanish-, Haitian-, and Chinese-language activities.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 8.4 years (s.d.=1.7) of education in a non-English-speaking school system and a mean of 2.6 years (s.d.=1.3) of education in the United States. The median time students participated in HAITI STARS was 20 months.

Activities to Improve Pre-Referral Evaluation for Exceptional Children

Teachers referred those students thought to be in need of special education to the School-Based Support Team (S.B.S.T.) for evaluation. The social worker on the S.B.S.T. at Far Rockaway High School was proficient in Spanish. No S.B.S.T. members were proficient in Haitian or Chinese and other staff translated as necessary.

Gifted and talented students were identified by teacher judgment and grades.

Instructional Services for Students with Special Needs

The project provided individual assistance and computer-assisted instruction (C.A.I.) during school hours to students having difficulty in classes. Gifted and talented students had access to advanced placement courses, honor classes, and college courses.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project HAITI STARS sponsored a variety of parental involvement activities that included workshops, E.S.L. classes, parent advisory committees, and field trips.

Speakers from local community businesses and agencies spoke at career assemblies.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no posttest data on students who entered the program late, therefore posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess growth in English and Spanish skills in populations similar to those served by Project HAITI STARS.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective and the ELE to assess the Spanish N.L.A. objective. The Haitian N.L.A. objective, as well as the content area objectives of mathematics, science, and social studies and the objective for computer science, were assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and ELE was determined by the test itself.

According to the publisher's test manual, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

The ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New

York City students who were receiving language arts instruction in Spanish. For Form 1, the grade reliability coefficients ranged from .94 to .96. Comparable data for Form 2 will be generated as soon as possible after its administration in the spring of 1993. Items on the test were grade-specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades.

In order to assess an increase in staff awareness of pupil needs and problems, OREA developed a Likert-type questionnaire which project personnel administered to all participating staff. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes each at Andrew Jackson and Far Rockaway High Schools. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines in the administration manuals

accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manuals.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month interval, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine what proportion of participating students increased their proficiency in English, OREA computed the percentage of students achieving a gain on the LAB posttest. To assess the significance of students' achievement in English and Spanish, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming group should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project HAITI STARS carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OREA field consultant observed an intermediate level E.S.L. class at Andrew Jackson High School. Fourteen students and a paraprofessional were present for a lesson on how to use the dictionary. The teacher began the class by having the students copy a list of words from the blackboard. Then, the class studied each word in terms of syllables, accentuation, root, part of speech, and synonyms. The teacher called on students to pronounce new words aloud and asked for volunteers to answer questions about the words. Students then used the words in written sentences.

The teacher presented the lesson with a whole language approach. Students were able to utilize their listening, speaking, and writing skills. The students were alert, and almost all participated. The paraprofessional provided individual assistance to students having problems with the lesson.

The evaluation objective for English language proficiency was:

- By June 1993, 75 percent of project students will demonstrate a significant improvement in English language proficiency as shown by increased scores on the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 278 students in grades nine through twelve. Gains for these students (5.3 N.C.E.s) were statistically significant. (See Table 5). Only 50.8 percent of the students, however, demonstrated an increase in posttest scores.

The project did not meet its objective for improvement in English language proficiency. Last year, the project did not meet this objective either.

Participants' Progress in Native Language Arts

All N.L.A. classes used computer software to build vocabulary and to improve reading and writing skills in the native language. Teachers used group learning, peer tutoring, individualized training, and hands-on activities as N.L.A. instructional strategies. Teachers and paraprofessionals offered after-school tutoring, and parents were asked to reinforce study at home.

Project HAITI STARS proposed the following two objectives for N.L.A.:

- By June 1993, 75 percent of program students will achieve a passing grade of 65 or better in Haitian Creole/French language arts.

Of 94 students enrolled in the fall, 81.9 percent passed. Of 98 students enrolled in the spring, 84.7 percent passed.

Over 80 percent of students passed their Haitian N.L.A. courses both semesters.

Project met its objective for Haitian/French language arts, as it did last year.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Andrew Jackson	139	82	15.7	11.4	21.2	14.0	5.5	8.8	5.64*
Sheepshead Bay	151	121	10.3	11.0	14.5	12.6	4.1	7.6	6.00*
Far Rockaway	135	75	7.1	8.5	14.0	12.4	6.9	10.3	5.78*
Total	425	278	11.1	11.0	16.3	13.3	5.3	8.8	10.01*

*$p < .05$

- Students at all three sites made significant gains on the LAB.

- By June 1993, 75 percent of the Spanish dominant students will demonstrate a significant increase in Spanish language achievement as indicated by significant improvement in the Spanish version of the LAB test.

Since the ELE is given citywide instead of the reading subtest of the Spanish LAB, OREA used the ELE to evaluate this objective. However, OREA found complete pre- and posttest scores on the ELE for only five Spanish-speaking students, all of whom attended Far Rockaway High School. While these students showed N.C.E. gains, OREA finds that five cases is not representative of the total Spanish-speaking population served by Project HAITI STARS and cannot be used for the evaluation of the objective.

OREA could not evaluate the objective. Last year this objective was met.

LEP Participants' Academic Achievement

Teachers used Haitian, Spanish, or Chinese in content area classes at the beginning of the year, and gradually made the transition to English with an E.S.L. methodology. They used a variety of strategies and techniques, including cooperative learning, C.A.I., individualized training, and peer tutoring.

An OREA field consultant observed a bilingual (Spanish) social studies class of 13 students at Far Rockaway High School. The teacher presented a lesson about César Chávez's contribution to society. The teacher had written the aim of the lesson on the board in Spanish. She began the class by reviewing the previous day's homework, then distributed a worksheet on the life of César Chávez and called on volunteers to read passages from it aloud. She discussed each passage with the class and motivated the students to participate in the discussion. She called

students to the blackboard to translate into Spanish the passages that were read. Finally, she assigned Spanish translations as homework.

The content area objective was:

- By June 1993, 75 percent of all target students will achieve a passing grade of 65 or better in the subject areas of mathematics, social studies, and science.

At Andrew Jackson High School, the objective was met for social studies both semesters and science in the spring, but not for mathematics in either semester. At Far Rockaway, the objective was met for science and social studies in both semesters, but not for mathematics in either semester. At Sheepshead Bay, the project met its content area objective for all subjects except for science during the fall. (See Table 6.)

Project partially met its objective, as it had done last year.

The objective for computer science instruction was:

- By June 1993, 75 percent of program students will show significant gains in computer science (BASIC language and/or COBOL) as measured by the final course grade.

Computer resource centers were installed at all three sites and all had a good supply of software programs.

At Sheepshead Bay and Far Rockaway High Schools, over 75 percent of participating students enrolled in computer science courses passed. (See Table 6.) No data were available for Andrew Jackson High School.

Project partially met the computer science objective, as it had done last year.

TABLE 6

Content Areas Final Grades, by Site

High School	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Andrew Jackson	Math	96	57.3	105	72.4
	Science	89	67.4	99	78.8
	Social Studies	89	83.1	89	87.6
	Computer Science	--	--	--	--
Sheepshead Bay	Math	112	81.3	104	76.9
	Science	93	71.0	93	83.9
	Social Studies	115	85.2	107	85.0
	Computer Science	19	78.9	9	100.0
Far Rockaway	Math	96	79.1	101	72.3
	Science	91	79.1	86	84.9
	Social Studies	94	95.7	84	96.4
	Computer Science	3	100.0	14	100.0

- Participating students showed increases in scores in all subject areas except mathematics at two sites – Sheepshead Bay and Far Rockaway High Schools – and a slight decrease in social studies scores at Sheepshead Bay High School.

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FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Two students were mainstreamed at the end of the school year previous to that under review. Project HAITI STARS did not monitor their subsequent performance.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Educational Field Trips

Project HAITI STARS provided a number of field trips for participants and their parents to acquaint them with various aspects of life in the United States. These trips included visits to the United Nations, the U.S. Army Ordnance Museum in Maryland, Lincoln Center, the Boston Museum of Fine Arts, the Spanish Theater (Repertorio Español), and the World Financial Center in Manhattan.

Student Grade Retention/Placement in Special Education Classes

Students considered in need of special education were referred by their teachers to the School-Based Support Team (S.B.S.T.) for interviewing and testing. The S.B.S.T. at one of the sites had a team member who spoke the project students' native language. At the other sites, resource specialists spoke the students' native language and were available to provide translation services.

Project HAITI STARS proposed the following student grade retention/placement in special education classes objective:

- Students' grade retention and referral to or placement in special education classes will be 10 percent less than mainstream.

No students were retained in grade, and no students were referred to special education programs.

At Sheepshead Bay High School, 13 percent of the mainstream students were retained in grade and 0.4 percent were referred to special education.

At Far Rockaway High School, 5 percent of the mainstream students were retained in grade and 0.8 percent were referred to special education.

Andrew Jackson High School retained 11 percent of its mainstream students in grade and referred 0.1 percent to special education.

The project met its objective for grade retention and referral to special education, as it had done last year.

Attendance

The project had one attendance objective:

- Program students' attendance rate will be 10 percent more than mainstream students'.

The attendance rate for project students at Sheepshead Bay High School was 92.7 percent in 1992-93. Although it was higher last year (95.2 percent), this year's rate was still above the schoolwide attendance rate of 85 percent.

Project participants at Far Rockaway High School had an attendance rate of 95.9 percent, up considerably from last year's 89.7 percent. The schoolwide attendance was 85 percent.

Project students at Andrew Jackson High School had an attendance rate of 98.6, similar to last year's 98.8 percent. The mainstream students' rate was 84 percent.

Project HAITI STARS met its attendance objective. Last year this objective as partially met.

Remedial Programs

Students with academic problems received individual attention in their classes.

Project HAITI STARS had one objective for referral to remedial programs:

- The rate of referral to special programs, e.g., P.C.E.N. remedial programs, will be 10 percent less than mainstream students.

The project preferred to offer students individual attention rather than refer to remedial programs. The project did not submit data for mainstream students; however, the project's zero referral rated could not be improved upon.

Project met it objective for referral to remedial programs.

Gifted and Talented Programs/Enrollment in Post-Secondary Educations

The objective for gifted and talented programs/enrollment in post-secondary educations was:

- Placement in programs for the gifted and talented and enrollment in post-secondary educational institutions will be 10 percent greater than that of mainstream students.

At Far Rockaway High School, 64 percent of project students planned to enroll in college and five percent were placed in programs for the gifted and talented. The schoolwide rate for college enrollment was 53 percent and four percent for gifted and talented placement.

All project seniors at Andrew Jackson High School planned to attend college, while 50 percent of mainstream students had planned to enroll in college. No project students at Andrew Jackson High School were placed in programs for the gifted and talented, while the schoolwide rate was seven percent.

Sheepshead Bay High School reported that 95 percent of project students intended to attend college, while the mainstream figure was 90 percent. Three percent of project students were placed in programs for the gifted and talented, the same rate as the mainstream.

The project partially met its objective for gifted and talented programs/enrollment in post-secondary education. Last year OREA could not evaluate this objective.

CASE HISTORY

W.F. was a student with a short attention span. Teachers referred to him as "inattentive" and "lacking in effort." When W.F. became a project participant, he was placed in a small group in his mathematics and E.S.L. classes and the paraprofessional gave him the attention he needed. Consequently, his behavior changed noticeably. W.F. not only improved academically but also showed a significant increase in self-esteem, and teachers no longer complained about him.

STAFF DEVELOPMENT OUTCOMES

Continuing Education

The project proposed one staff development objective for continuing education:

- Ninety percent of program staff will demonstrate professional growth by passing and completing courses of study and attending in-service training sessions.

While all staff attended in-service training sessions, the project director reported that only 50 percent of all program staff attended and completed college courses. This low percentage was primarily due to the fact that all program staff except for paraprofessionals had already completed 30 credits above their master's.

The project partially met its staff development objective for continuing education. Last year this objective was met.

Staff Awareness of Pupil Needs and Problems

Project HAITI STARS had one objective for staff awareness of pupil needs and problems:

- Eighty-five percent of the staff will show an increase in awareness of pupil needs and pupil problems.

Project HAITI STARS distributed a Likert-type evaluation questionnaire to teachers and project staff at the end of the school year and submitted 24 completed questionnaires to OREA. All respondents demonstrated an increase awareness of pupil needs and problems.

The project met its objective for staff awareness of pupil needs and problems. Last year OREA could not assess this objective.

CURRICULUM DEVELOPMENT OUTCOMES

The project proposed two curriculum development objectives:

- Three instructional guides in one of these areas: math, science, social studies, native language arts, and computer science in the native language, will be developed.

- By the end of the fifth year, curricula will have been developed for applied E.S.L. and native language arts skills, especially in Haitian Creole/French interdisciplinary courses with Title VII funding.

Project personnel developed instructional guides for mathematics, science, social studies, native language arts, and computer science. They adapted instructional units for E.S.L. and Haitian N.L.A.

Project met both curriculum development objectives, as it had done last year.

PARENTAL INVOLVEMENT OUTCOMES

All three schools had a Bilingual Parents Advisory Committee (BPAC), and parents were heavily involved in meetings, open school days, and bilingual conferences. A bilingual parent at each site was an active member of the Community Advisory Board.

Project HAITI STARS proposed one parental involvement objective:

- Program students' parents will demonstrate 10 percent more involvement than parents of mainstream students.

The project offered workshops, E.S.L. classes at Andrew Jackson and Far Rockaway High Schools, and field trips to parents of participating students.

Project HAITI STARS advertised its activities on the schools' bulletin boards and sent notices of activities to parents in their native language. Project staff also made telephone calls to parents urging their participation.

The project reported a 40 percent participation rate for project students' parents at Far Rockaway High School and a 30 percent rate for mainstream students' parents.

Parental involvement at Andrew Jackson High School was 32 percent for project students and 20 percent for mainstream students' parents.

At Sheepshead Bay High School, the project reported a 38 percent rate of parental involvement for the project and a 20 percent rate for mainstream students.

The project met its parental involvement objective, as it had done last year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for curriculum development, Haitian/French language arts, referral to remedial programs, attendance, grade retention/placement in special education classes, staff awareness of pupil needs and problems, and parental involvement. It partially met its objectives for the content area subjects of mathematics, science, social studies, and computer science; placement in gifted and talented programs/enrollment in post-secondary education; and staff development for continuing education. Project HAITI STARS did not meet its objective for E.S.L. OREA could not evaluate the objective for the Spanish N.L.A. due to lack of data.

Participating students in Project HAITI STARS showed academic progress. All of the 425 participating students in grades nine through twelve were promoted to the next grade, or graduated from school. The students showed gains in Haitian N.L.A. and some progress in the content areas as indicated by their final course grades. Although they did not pass the LAB at the rate projected, gains in English were statistically significant. While OREA could not assess the Spanish N.L.A. because of insufficient data, those for whom data were available showed N.C.E. gains.

Project services not only benefitted the students academically but also increased their awareness of the importance of education: attendance rates of participating students were higher, and dropout rates lower, than those of the mainstream population.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of project HAITI STARS were curriculum development and parental involvement. Quantitative data, reports of observers, and the feedback from those administering the program attested to the strength shown in these areas.

A less effective component of the project was staff development. The objective for continuing education was not realistic, given the high level of education the staff had already achieved.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

Since this was the final year of the project, OREA made no recommendations for improvement.

APPENDIX A

Instructional Materials

E.S.L.				
Grade	Title	Author	Publisher	Date of Publication
9	Real Stories	*	Board of Education	*
10-11	A Close Look at English	Thelma L. Borodkin	*	*
9-10	Learning American English	Brant Taylor	McGraw-Hill Book Co.	*
10	30 Passages	Barner Cornelius	Longman	*
10	English Step by Step	Bragaa and Dixon	Regents	*
11	Content Connection	Barbara Chips	Prentice Hall	*
11	A Conversation Book	Kasior & Douglas	Regents	*
9	English for a Changing World	Banks, Briggs & Al	Scott Foresman & Co.	*
9	Side by Side, Line by Line	Molinsky & Bliss	Prentice Hall, regents	*
10-11	Globe Literature, Green Level	Potter & Goodman	Globe Book co.	*

N.L.A.				
Grade	Title	Author	Publisher	Date of Publication
9-12	Chinese Language Arts Volume 1,2 & 3	*	Lesley College	*
9	Galeria Hispanica	Adex & Albini	McGraw-Hill Book Co.	*
10	El Cuento	Crow & Dudley	Holt, Rinehart & Winston	*
9	Antologia Comunicativa	Guillermo A. Arévalo	Ed. Norman, Boyota Co.	*
10	Aventuras de Don Quijote	Miguel de Cervantes	Princeton University Press	*
12	Bodas de Sangre	Federico Garcia Lorca	Editores Mexicanos Unidos	*
11	Langua y Literatura	José Egoburu	General Tabanera	*
12	Marianela	Benito Peréz Galdós	Regents Publishing Co.	*
12	El Aleph	Jorge Luis Borges	Emecé	*
11	La Robe et le Couteau	Campbell, Hugh & Bauer	Collection Short Stories	*
10-11	Les Jeux Sont Faits	J.L. Sartre	*	*

*Information not submitted.

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APPENDIX A

Content Areas				
Grade	Title	Author	Publisher	Date of Publication
*	Integrated Mathematics Course I.	Dressler & Keenan	*	*
9-11	Achievement Competence in Mathematics	*	*	*
9-10	Repaso Matemático	Edwin I. Stein	Allyn & Bacon Inc.	*
9-12	RCT Mathematics revised	John Alluaio	West See Publishing Co. Inc.	*
9-12	Biology. A Comprehensive Text for New York State	Schraer & Stoltze	Allyn & Bacon Inc.	1986
9-10	Introducción a Las Ciencias Biologicas	J.H. Diaz Cubero	M. Fernandez & Cia. S.A. España	*
*	Concepts and Challenges in Earth Science	Bertain, Schachter, Winkler, & Wolfe	Globe Book Company	*
9	Body Structure and Function	Fong, Ferris, & Kelly	Delma Pulishing Inc.	*
9	Science		Prentice Hall	*
9-10	Holt General Science	W. L. Ramsey	Holt, Rinehaer & Winston	1979
10-11	Chinese Supplementary Text for Biology A.B.C.	Seward Park High School	Board of Education of New York City	*
9-10	Chemistry, The Study of Matter	Prentice Hall		*
*	Health Care Worker	Prentice Hall		*
*	Economics (Institution & Analysis)	Gerson Antell	Amsco	*
9-10	China (History, Culture and People)	Robert Vexler	Global Book Co.	1981
11-12	Expansion Through The 20th Century U.S. in Making (III)	Kenneth Uva & Shelley Ann Uva	Global Book Co.	1980
9-10	World History for A Global Age	Jack Abramowitz	Global Book Co.	1986
9-10	Historia del Antiguo Continente	Augusto Montenegro	Editorial Norma	*
11-12	Historia de Los E.E.U.U.	Baker - Hall	Minerva Books Ltd.	*
9-10	Exploring a Changing World	Schwartz & O'Connor	Globe Book	*
10	World Cultures	Ahmad & Brodsky	Prentice Hall	*

*Information not submitted.

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APPENDIX B

Schedule of Instruction

10th Grade

Days	Period	Subject
M-F	8:45 - 9:20	Spanish 4
M-F	9:20 - 9:55	Global Studies 2 Bilingual
M-F	9:55 - 10:30	Health Science 2
M-F	10:30 -11:05	Gym & Lab
M-F	11:05 -11:40	Biology 2 Bilingual
M-F	11:40 -12:15	Fundamental Mathematics 2 Bilingual
L U N C H		
M-F	12:50 - 1:25	E.S.L. 1
M-F	1:25 - 2:00	E.S.L. 1

12th Grade

Days	Period	Subject
M-F	8:45 - 9:20	E.S.L.
M-F	9:20 - 9:55	English
M-F	9:55 - 10:30	Sequential Mathematics
M-F	10:30 - 11:05	Biology 2
M-F	11:05 - 11:40	Global History 4
L U N C H		
M-F	12:15 - 12:50	U.S. History & Government
M-F	12:50 - 1:25	Gym

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
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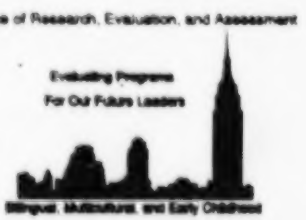

Staff Awareness Questionnaire
Spring 1993

5 5
1 2

Program: **Project HAITI/STARS**

Directions:	Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project HAITI/STARS, to what degree have you become **more aware** of students' needs?

☐ 3

Not more aware at all	|__|__|__|__|__|__| 1 2 3 4 5	Extensively interested

2. Since participating in Project HAITI/STARS, to what degree have you become **more aware** of students' problems?

☐ 4

Not more aware at all	|__|__|__|__|__|__| 1 2 3 4 5	Extensively interested

3. What is your overall assessment of the project?

☐ 5

Poor quality	|__|__|__|__|__|__| 1 2 3 4 5	Superior quality

4. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

Thank you very much for your assistance.

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